

# Glossary

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## **Accident**

An unplanned and unforeseen event, typically with undesired consequences such as injury or property damage.

## **Activity**

Thing that the group does or will do (e.g., hiking, swimming, drama, crafts). A program may involve students in learning and/or training primarily in a single activity (e.g., ski lessons or a ski team training) or a variety of activities (a youth development program that does a different activity every week or even two or three different activities over one evening).

## **Lead Teacher**

The individual who is designated as responsible for conducting an activity (e.g., coordinating, organizing, leading, instructing, supervising). The individual so designated may delegate specific tasks to others to assist in providing the program or activity.

## **Adult**

An individual who has reached the age of majority in the province.

## **Behavioral/Attitudinal Incident**

A psychological, emotional and/or behavioral situation that compromises the individual's ability to participate in a program (e.g., refusal to follow directions, debilitating fear, alcohol or drug use, running away, bullying).

## **Briefing**

A pre-activity instructional session where students are notified of relevant aspects of the itinerary, activities, procedures to be followed, emergency procedures, etc. as appropriate to the group and context.

## **Cardiopulmonary Resuscitation (CPR)**

An emergency first aid procedure for a casualty who has no pulse and is not breathing. It consists of a repetitive pattern of external cardiac compressions and rescue breaths, attempting to restore some circulation of the blood to the vital organs.

## **Challenge by Choice**

Creating an encouraging and supportive atmosphere that allows each student to retain the right to opt in or out of elements of the experience as the individual's beliefs and feelings of physical, psychological and emotional safety dictate.

## **Co-ed Activities**

Activities or events that involve both male and female students.

**Communication**

The process of disclosing relevant information and securing response and review to clarify understandings and expectations. Communication may be internal (within the organization) or external (e.g., with parents/guardians, service providers, emergency services).

**Competency**

The capacity, based on training and/or experience, to perform a certain task to a satisfactory level with sufficient consistency.

**Criminal Records Check**

An investigation to determine the nature, extent and recency of an individual's convictions and/or outstanding charges under federal or provincial laws.

**De-briefing**

A formal process conducted following an incident or near miss, for the purpose of helping clarify what occurred, what was learned and helping students come to closure.

**Due Diligence**

Taking such care that a reasonably prudent person would exercise in assessing the benefits and risks of a particular course of action. Acting reasonably and prudently in the best interests of an organization.

**Duty of Care**

The care and attention legally required or expected of a person, based on the existence of a relationship (e.g., leader-student).

**Emergency Response Plan**

A program or activity-specific plan that outlines procedures to follow in the event of an emergency (e.g., injury, missing person). It outlines who does what, when and how, including key internal and external communications elements.

**Emergency Services**

Any of a number of community, regional, provincial or federal response units that may be contacted in the event of an emergency (e.g., ambulance, fire department, police) and who assume management of an emergency upon arrival at the scene.

**Emotional Abuse**

The infliction of psychological pain through ongoing threatening, blaming, belittling, neglect or other such behaviour.

**Evacuation**

An incident in which one or more people must leave the off-site experience.

**Event**

A planned unique occasion typically held within a relatively short time span (e.g., a special event like a games day and barbeque for members, hosting a weekend sport competition or

tournament, taking a group on an international trip). An event may be open to the public or may be restricted to members or a particular subgroup of members of the organization. It may involve one or more activities.

### **First Aid**

The immediate and temporary assistance provided an injured or ill person until professional assistance (e.g., paramedics, medical personnel) is available.

### **Gear**

The clothing, equipment and supplies needed to support participation in a given activity.

### **Guideline**

A recommended practice related to identifying and managing known potential risks associated with a general or specific activity.

### **Hazard**

A situation or set of circumstances, known or unknown, that could cause harm to a person(s) (i.e., pose a risk). Hazards may originate in the environment (e.g., inclement weather, rough terrain, wildlife), equipment (e.g., bald tires on van, leaky camp stove), activity (e.g., skiing down a hill), individuals (fatigue, sense of immortality) and/or group (e.g., lack of communication, conflict).

### **Home Contact Person**

An individual who serves a group traveling out of the community by functioning as a liaison person and by retaining copies of the group's documents (e.g., itinerary, Emergency Response Plan, group member health and medical forms).

### **Incident**

An event (action or situation) or sequence of events or circumstances that results in an injury, an illness, a stranding, damage to property, and/or an otherwise undesirable outcome or potentially dangerous situation. This includes situations with unintentional as well as intentional harm or damages.

### **Industry Standard**

A procedure or practice, which by broad application across organizations and/or jurisdictions, is deemed appropriate and reasonably safe.

### **Informed Consent**

Agreement to participate (student who has obtained the age of majority) or permission by the parent(s)/guardian(s) of a minor student for the minor to participate in a program or activity after securing understanding of the program or activity, including relevant risks.

### **Inherent Risk**

A risk that is so much a part of the activity that, without it, the activity loses its essential character (i.e., it "comes with the territory").

**Insurance**

A method of paying for losses in which a party assumes the responsibility to pay for the losses of another party in exchange for the payment of premiums.

**International Travel**

Travel outside the boundaries of Canada.

**Leader**

An individual, paid or volunteer, who is responsible for organizing, coordinating, instructing, guiding and supervising one or more people.

**Legal Liability**

The legal obligation, under tort law, to pay a monetary award for injury or damage caused by negligent actions/omissions and/or the violation of statutory obligations.

**Lifeguard**

An individual who is at least 16 years of age and who holds a current recognized National Lifeguard Service (NLS) lifeguard award and Standard First Aid certification or equivalent.

**Lifesaver**

An individual who is at least 16 years of age and holds a current Bronze Medallion or higher lifesaving award and a minimum of standard first aid certification.

**Medical Problems**

Physical or psychological illnesses, conditions, injuries that are generally of a temporary and/or recurring nature, and that limit participation in off-site and/or physical activities (e.g., mononucleosis, diabetes type I and type II, severe allergies, respiratory problems, fractures, sprains/strains, surgery, cancer treatment, severe phobias, bedwetting).

**Minor**

An individual who has not yet reached the age of majority in the province.

**Monitoring**

The systematic observation and/or recording of activities, events, conditions or processes over a period of time. Programs and activities are monitored for the purpose of making both short term (i.e., during the existing activity period) and long term (i.e., for future similar programs or activities).

**Near Miss (Close Call)**

An unplanned and unforeseen situation or event where safety was compromised, but where through quick emergency response and/or good fortune, an undesirable outcome was averted.

**Negligence**

The failure to act as a reasonable and prudent person would under similar circumstances.

**Parent or Guardian**

The individual(s) who have legally recognized rights and responsibility for raising a child and for making decisions that affect that child's safety and security.

**Personal Floatation Device (PFD)**

A device, approved by Canada (Department of Transport, Department of Fisheries and Oceans or Canadian Coast Guard), to provide buoyancy during aquatic activities.

**Policy**

A statement of general philosophy regarding an area of endeavor (e.g., a school district's off-site experiences).

**Pool**

An aquatic facility operated under provincial regulations, where lifeguard personnel and lifesaving equipment are provided by the facility owner/operator (e.g., municipal pool, public pool, YMCA pool, waterpark).

**Practice**

A commonly used method of conducting an activity or operation, (e.g., types of safety equipment usually associated with participation in a particular outdoor pursuit activity).

**Probability (Frequency)**

The likelihood of an incident (general and/or of a particular type) actually occurring.

**Procedure**

An administrative process involving identifiable steps and outcomes (e.g., a off-site experience proposal and approval process used by a school district).

**Program**

A scheduled set or series of lessons, training sessions, and/or group meetings. Within a single organization, a number of programs may be provided that serve different age groups, skill/experience capacities, and objectives (e.g., recreational vs. competitive participation).

**Reference Check**

An investigation by a selection body to obtain objective or subjective data from sources other than the individual being checked (e.g., character reference, past work reference), with a view to assessing that person's appropriateness for appointment to a position.

**Risk**

An expression of possible loss or gain. With respect to loss, the potential for an individual(s) to be harmed (physically, psychologically and/or emotionally) through their exposure to a particular hazard or set of hazards. With respect to gain, the potential to obtain long term benefits in one or more parameters (e.g., cognitive, affective and/or physical).

**Risk Assessment**

The process of identifying hazards and determining the manner and likelihood of someone being harmed by each of these hazards and their interactions with each other and the potential health risk posed by the hazard.

**Risk Management Plan**

A documented course of action for accepting, avoiding, reducing, and/or transferring an entity's risks.

**Safety**

The quality of not causing or of actively averting injury, illness, danger or loss. Freedom from the occurrence or risk of injury, illness, danger or loss.

**Screening**

The process of reviewing a candidate leader or supervisor for their qualification to serve in a particular capacity within a program or activity. Screening may involve completion of an application form by the candidate, interviewing, reference checks, police records check and/or other processes.

**Severity**

The seriousness of the outcomes of an incident (e.g., the number of people injured or ill and the likely short and long term impacts of the injury or illness).

**Sexual Abuse**

Any unwanted and/or socially unacceptable act of a sexual nature, including suggestive language, body language, threats or promises used to secure such acts or tolerate them in others.

**Specialized Equipment**

Apparatus or gear items that possess inherent risks that may not be obvious and/or readily manageable by all who attempt to use it, suggesting that prior to use the individual should receive some training regarding what the item is, how it is to be used, safety precautions and warnings, the risks of proper and improper use, and other relevant information. Where students are using specialized equipment (e.g., climbing equipment, power tools, chemical-based products), they may require a higher level of supervision (e.g., more supervisors and/or closer supervision) until they master the equipment.

**Standard of Care**

The level of service, care, and attention and protection owed another under the law. The level varies based on the situational circumstances.

**Supervision**

The process of overseeing individuals engaged in a program or activity with regard to supporting safe and successful participation. Appropriate supervision includes consideration of the number of supervisors to students (the ratio), the proximity of the supervisors to the students (level of supervision), and other processes appropriate to the circumstances (e.g., head counts, buddy system).

**Survival Swim Test**

The Lifesaving Society's Swim to Survive test is a standardized procedure to assess an individual's capacity to swim or participate in aquatic activities in water above chest height without a personal floatation device (PFD). The test requires the candidate to: roll into the water, tread water one minute, and swim 50 meters any method. If the test cannot be achieved without wearing a PFD, the individual should be required to do it while wearing a PFD.

**Teacher**

A person who holds a teaching certificate and works in the K-12 education system instructing, guiding and supervising students.

**Training**

Purposeful, planned instruction and/or practice provided to improve the knowledge, skill and/or capacity of learners and/or to qualify them for a specific function.

**Universal Precautions**

The common procedures used to minimize the potential for the transmission of blood borne pathogens through exposure to another person's blood or bodily fluids (e.g., nasal secretions, sputum, vomit, semen, vaginal secretions, feces, urine). All such blood or bodily fluids should be assumed infected by HIV or Hepatitis and treated as such.

**Vicarious Liability**

The legal responsibility of a person or organization for the acts or omissions of another. For example, organizations are generally vicariously liable for the negligent actions or omissions of their employees and volunteers where these people are under the control and direction of the organization and are acting within the scope of their responsibilities when an incident occurs.

**Volunteers**

Individuals who do unpaid work for organizations or groups.

**Volunteer Drivers**

Those who volunteer to drive their own vehicles, or organization-owned, rented, or leased vehicles.

**Workers Compensation**

The process of assessing and awarding financial payment or benefits for injuries that occur in one's place of work.

# Appendices

<b>Appendix A</b>	<b>Emergency Response Checklist</b>
<b>Appendix B</b>	<b>Sample First Aid and CPR Courses</b>
<b>Appendix C</b>	<b>Sample First Aid Kit for Local Low Risk Activities</b>
<b>Appendix D</b>	<b>Universal Precautions</b>
<b>Appendix E</b>	<b>Handling Disposal of Dangerous Items</b>



## A. Emergency Response Checklist

### Immediate Response

- STOP, ASSESS the situation, then ACT (implement an appropriate emergency plan);
- safeguard the group (e.g., stop activity) and self (e.g., universal precautions);
- communicate the situation to other supervisors in the group;
- identify members of the group who can assist with the situation and delegate tasks;
- if a student is missing, initiate missing person procedures;
- first aider in group to treat casualty(ies) calmly and at a level consistent with training;
- do not move an injury casualty (casualty can move self if appropriate and possible);  
and
- access casualty's health and medical form for relevant information.

### Managing the Incident

- notify EMS if/as necessary, providing info: type of emergency, exact location/address/landmarks/directions, and contact name and phone number to call back (e.g., cell phone);
- clear any traffic from entrance/access route and have someone wait to direct EMS to casualty;
- transmit casualty's relevant health and medical information to EMS personnel;
- call or have the principal call casualty's parent(s)/guardian(s)/emergency contacts;
- have an adult stay with casualty until the parent(s)/guardian(s) arrive (e.g., meet at hospital);
- ensure supervision and support of remaining students (e.g., shelter, water, food);
- if off-site, assess the situation and determine if outing will continue or be curtailed;
- support students emotionally, in both the short and longer term, as appropriate;
- notify the principal or designate of all relevant information;
- avoid speaking with the media or allowing students to video incident aftermath/call media; refer media inquiries to a designated district media contact (expect media/public interest); and
- do not discuss fault or legal liability with others, nor sign anything related to liability.

### Follow up

- write down accurately, as soon as possible, an account of all events, times and contacts after the incident and record witness contact information;
- preserve any evidence, and document what is evident (e.g., photos, video);
- if injury(ies) have been suffered that have reasonable probability to lead to investigations and/or legal action, consult with legal representatives for advice, next steps, etc.;
- complete an Incident Report Form and/or other incident report documentation;
- secure written witness statements as soon as is practicable;
- debrief the incident with the affected staff, volunteers, service providers and students;

- ❑ keep receipts for any expenses incurred; and
- ❑ co-operate with organization, insurer, worker health and safety representatives, Worker's Compensation Board and others potentially tasked with reviewing the incident.

## **B. Sample First Aid and CPR Courses**

A variety of first aid and Cardiopulmonary Resuscitation (CPR) courses are available around BC. Some involve only first aid or CPR, but many combine the two elements.

Many courses also include Automated External Defibrillator (AED) training. AED units, used to restart a casualty's heart in the event it stops, are available in many schools and public facilities. All teachers/leaders should know that, whether they have any training or not in use of an AED, that if someone's heart appears to have stopped (can't feel a pulse), USE AN AED if available. Use of a unit cannot harm the person (unit won't transmit a charge if the person's heart is still beating) so there is nothing to lose and use of AEDs has already saved many lives.

Some common first aid and/or CPR providers are noted, but there may be others available (public or private) in communities as well; the list is not exclusive, nor does provision of it suggest that a course from another provider is not as good or as valid.

The courses listed here are for teachers/leaders involved in local, relatively low risk activities. For those involved in higher care outdoor pursuits, aquatics and/or remote area travel, see the [Level 2 Manual](#) for additional course suggestions.

### **Lifesaving Society**

- CPR A, B, or C
- Emergency First Aid (CPR A, B or C and AED)
- Lifesaving Standard First Aid (CPR C and AED)
- Aquatic Emergency Care (CPR and AED)

### **St. John Ambulance**

- St. John Ambulance Emergency First Aid (CPR C and AED)
- St. John Ambulance Standard First Aid (CPR C and AED)

### **Red Cross**

- CPR A, B, C and AED
- Emergency First Aid (CPR A)
- Standard First Aid (CPR A)
- Emergency Child Care First Aid (CPR B and AED)
- Standard Child Care First Aid (CPR B and AED)

### **EMP Canada**

- Emergency First Aid (CPR A)
- Standard First Aid (CPR C and AED)

## Canadian Ski Patrol

- Canadian Ski Patrol System First Aid (CPR C)

### ***C. Sample First Aid Kit for Local Low Risk Activities***

Local (< 20 minutes to get casualty to EMS or from EMS arriving on-site)		
1 pr.	Scissors/EMT shears; 14 cm stainless steel	Cutting tape or blister protection pad
1 pr.	Tweezers/Forceps; 11.5 cm stainless steel	To remove splinters, ticks; clean wounds
5	Safety pins – assorted sizes	Fastening tensors, triangulars, etc.
1	Pocket mask with one-way valve	Protects first aid provider during artificial respiration/CPR
50	Hand cleaning towelettes; individually packaged	Cleaning around wounds, washing first aid provider's hands
12	Antiseptic towelettes; 19 x 14 cm; individually packaged	Cleaning wounds
4	Triangular bandages; cotton; min.1.25 m	Bandaging, splinting
1 roll	Crepe tension bandage; 7.5 cm x 4.5 m	Sprains/strains, holding dressings in place
2 rolls	Conform gauze bandage; 7.5 cm	Holding dressings in place, creating pressure bandages
40	Adhesive bandages (sterile); assorted sizes; individually packaged	Minor cuts, scrapes
6	Sterile gauze dressings; 10 cm x 10 cm; individually packaged	Wound dressing
2	Sterile pressure dressings; 16.5 cm x 10 cm; individually packaged	Wound dressing
2	Sterile abdominal dressings; 20 cm x 25 cm; individually packaged	Dressing large wounds
1 roll	Adhesive tape; 2.5 cm x 4.5 m	Taping dressings or splints
6	Butterfly or steri-strips	Wound closure
6	Cotton-tipped swabs	Removing foreign material from eye
6 pr.	Latex or nitrile waterproof gloves	Universal precautions
1	Emergency Response Checklist	Reference
1	First aid booklet	Reference
1	List of first aid kit contents	Reference, restocking after use
1	Pencil (soft, waterproof); paper/forms	Note taking, recording vital signs, etc.
3	Incident Report Form	To document incident
1	Space blanket, blanket, or sleeping bag	Keeping immobilized casualty warm
1	Instant cold pack	Prevents inflammation (use with caution)
1	Waterproof waste bag (e.g., ziplock bag)	Disposing of potentially hazardous waste

## ***D. Universal Precautions***

To help prevent the spread of communicable diseases, including, but not limited to, hepatitis A and B and likely C, HIV infections, bacteria and viruses that cause diarrhea and vomiting and intestinal parasites such as worms or giardia, the following universal precautions are recommended (practice and instruct other teachers/leaders and students as appropriate):

1. Wash hands after use of the bathroom, before preparing or eating food, or if blood or other body substances gets on one's hands or one's gloves. Wash for at least 20 seconds. Use personal towels or disposable paper products.
2. Avoid sharing water bottles, bites of food, eating utensils, lip balm, etc.
3. Use personal handkerchiefs or single-use disposable tissues for runny noses, etc. Dispose of tissues immediately in a secure receptacle (e.g., a plastic bag, garbage bin).
4. Avoid accidental injuries when handling sharp objects such as knives, saws, etc.
5. Any individual with an open skin condition should avoid direct contact with others in the group.
6. Cover cuts or wounds until a scab has formed if there is potential for skin contact with others.
7. Wear disposable waterproof gloves if there is any risk of coming in contact with body secretions (e.g., blood, saliva, vomit, urine, stool). Dispose of gloves after use and wash hands.
8. Using soap and water, antiseptic cleansers or a bleach-water mix (1 part bleach to 9 parts water), wash all objects and surfaces that have come into contact with body fluids. Use paper towels and dispose of the used ones in a plastic bag.
9. Bag and dispose of contaminated first aid supplies, clothing or equipment. Soiled clothing and equipment may be washed in hot, soapy water and dried in a hot dryer or clothes dry-cleaned.
10. Use a ventilation device for emergency resuscitation.
11. Follow accepted first aid protocols for control of bleeding/other body fluids.
12. Wear a protective face shield in situations where body fluids may be exposed to a first aider or other helper's mucous membranes (mouth, nose and eyes).

By following these precautions, the risk of transmission of most communicable diseases will be reduced substantially.

## ***E. Handling Disposal of Dangerous Items***

In the course of providing school activities in public and/or private facilities or environments, a teacher/leader or student may come across offensive and/or potentially dangerous items left by others (e.g., used needles, syringes, condoms). While potentially not infected, treat all such items as if they do carry HIV, Hepatitis B or Hepatitis C viruses.

- If found, avoid touching such items and especially do not permit students to touch them. Keep the group away, close off the spot, and/or post a supervisor. Contact the facility manager or the principal to arrange for appropriate disposal of the item(s) by a trained person (e.g., school nurse, municipal employee) with the appropriate tools (e.g., pincer tool, sharps box).
- Where this is not possible, and immediate action needs to be taken to protect group members and/or other vulnerable people:
  - locate an appropriate rigid container (e.g., glass bottle, drink can, water bottle to be sacrificed for the purpose) and bring it to the item(s);
  - put on waterproof gloves (e.g., from first aid kit);
  - locate an appropriate tool (e.g., tweezers/forceps from first aid kit);
  - avoid touching the item(s) with the hands if possible;
  - only pick up one needle at a time;
  - do not attempt to re-cap a needle;
  - pick up a needle by the blunt end only and hold it pointed down (never toward anyone);
  - deposit it in the temporary container and cap or tape over the top of the container;
  - mark the container clearly “Not for recycling” and DO NOT place it into the trash, dumpsters, blue bags or recycling bins (doing so places the health of workers at risk);
  - keep the container out of the reach of children until it is disposed of; and
  - contact municipality, local pharmacy or other appropriate agency).
- If a group member is injured by a needle:
  - allow the wound to bleed freely for one to two minutes by squeezing the area around the wound;
  - DO NOT suck the wound;
  - cleanse the area of the wound with soap and warm water or antibacterial cleanser or wipes;
  - similarly, clean up any blood;
  - bandage the wound;
  - contact the individual’s emergency contacts and transport or arrange transport to medical aid;
  - contact the principal or designate immediately.

# YouthSafe Outdoors: 2004-5 BC Schools Advisory Team

The YouthSafe Outdoors: BC Schools Advisory Team was a diverse group of people with a common interest in helping BC youth learn to be safe, active, lifelong learners. The Advisory Team reflected the perspective of the many individuals and organizations needed to enhance off-site experience safety in BC schools. As a group, they sought to combat fear with facts and to help lower the barriers, real and perceived, to schools taking students off-site. The team included people with backgrounds in a variety of disciplines, including classroom and field instruction, school administration, school district administration, policy development and governance, physical education, outdoor education, risk management, legal liability, search and rescue prevention, recreation, and leadership development.

The undersigned organizations participated in the review of this resource and recommended it for consideration as part of the planning process for school off-site activities. In a resource of this scope, reflecting law and practice that is constantly evolving, their recommendation cannot be construed as a specific endorsement of every point covered in the resource, but they believed that the use of this guide along with other available resources will aid schools and school districts in their aims for continuous improvement of student safety for off-site activities.

The following people (listed alphabetically) were on the YSO BC Schools Advisory Team:

Simon Adams	BC Camping Association
Janice Butler	School Protection Program (SPP)
Judith Clark	BC School Trustees Association (BCSTA)
Doug Detwiller	Sprockids, School District No. 46 (Sunshine Coast)
Larry Guthrie	School District No. 36 (Surrey)
Janet Hoefler	School Protection Program (SPP)
Randy Hoffman	School District No. 22 (Vernon)
Andrew Humphries	TREK Outdoor Education Program, SD No. 39 (Vancouver)
Bob Janzen	BC School District Secretary-Treasurers' Association (BCSDSTA)
Cyndie Jones	Provincial Emergency Program (PEP): AdventureSmart
Robert Lawrence	BC School Safety Association (BCSSA)
Peter Malloy	School District No. 23 (Central Okanagan)
Jim McAllister	Provincial Emergency Program (PEP): AdventureSmart
Don McBeath	BC Principals' and Vice Principals' Association (BCPVPA)
Ed McGuigan	School Protection Program (SPP)
Collette O'Reilly	BC School Safety Association (BCSSA)
Marlinna Stringer	BC Confederation of Parent Advisory Councils (BCCPAC)
Stan Watchorn	BC School Superintendents Association (BCSSA)
Sharon White	BC Ministry of Tourism, Sports and the Arts – Sport Branch
Glenn Young	BC Teachers' Federation, Physical Education BC, SD No. 36 (Surrey)